

**DOMINANT TEACHING STYLE OF ENGLISH TEACHERS AND
STUDENTS RESPONSES ON IT IN SMP MUHAMMADIYAH 2
SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements
For Getting Bachelor Degree of English Education**

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2019

APPROVAL

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PUBLICATION ARTICLE

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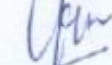


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The Researcher



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DOMINANT TEACHING STYLE OF ENGLISH TEACHERS AND STUDENTS RESPONSES ON IT IN SMP MUHAMMADIYAH 2 SURAKARTA.

Abstrak

Penelitian ini bertujuan untuk mengetahui gaya mengajar yang dominan dari guru Bahasa Inggris dan tanggapan siswanya di SMP Muhammadiyah 2 Surakarta. Data dalam penelitian ini di ambil melalui *questionnaire* yang berdasar dari “*Grasha-Riechmann teaching style survey*” dan untuk mengetahui tanggapan dari siswa menggunakan *questionnaire* dan wawancara. Hasil menunjukkan (1) Gaya mengajar yang dominan dari Guru A adalah *expert*. Guru B *personal model* dan *facilitator*. Guru C *expert* dan *facilitator* dan Guru D *facilitator*. (2) *questionnaire* yang berisi tanggapan siswa menunjukkan bahwa tanggapan yang dominan adalah tanggapan positif untuk semua guru. (3) Dari hasil wawancara, sebagian besar siswa yang berpartisipasi memberikan tanggapan yang positif.

Kata Kunci: Gaya mengajar yang dominan, Tanggapan siswa.

Abstract

This study aims to know the dominant teaching style of English teachers and student's response on it in SMP Muhammadiyah 2 Surakarta. The data in this study were collected from questionnaire based on “*Grasha-Riechmann teaching style survey*” to know the teacher dominant teaching style and to know the student's responses from questionnaire and interview. The result show that (1) Teacher A dominant style is Expert, Teacher B is personal model and facilitator, Teacher C is expert and facilitator and Teacher D is facilitator. (2) Questionnaire for the student's response show that, the dominant response was positive response for all teachers. (3) From the interview, mostly, all of the participated students give positive response.

Keywords: Dominant teaching Style, Students response

1 INTRODUCTION

English is one of the main subjects which is taught in Indonesian school. Sometimes Indonesian students have difficulty in learning English. In order to make them easier in learning English, the teacher need to use a method that can make the

students understand English well. Teaching Style is needed for teacher to teach English.

Gill (2013) said that, teacher have their own style in teaching. Traditional teaching evolves in the instruction. Teacher also need to adjust to their approach depend on the student's learning need.

According to Schneider (2009) teaching style is the strategies on teaching and it methods employed plus use of certain kinds of rhetoric. Based on Grasha (1996), there are 5 category of teaching style. First is expert, second is formal authority, third is personal model, fourth is facilitator and fifth is delegator.

Teaching style can be effective when it is engage students in the learning process and developing the students critical thinking to solve the problems they found in the real life.

As same as human that another human is different with the others. It is also happening in style of teaching. A teacher with another teacher maybe will not have the same style.

This study take place at SMP Muhammadiyah 2 Surakarta. This study is interested in investigating the teacher's dominant teaching style and the responses of the students to their teacher's dominant teaching style. So the purpose of this study is to see the dominant teaching style that have been used by the teachers and students responses on it.

2 METHOD

The type of this study is sequential explanatory (Creswell, 2013). The participant of this study is 4 English teachers and all students in 4 different class. This school is located at Jl. Kerinci No. 15 Sekip, Kadipiro, Banjarsari, Surakarta.

This study using 3 instrument on collecting data, first is questionnaire for the teachers to know they dominant teaching style. Second is questionnaire for the students to know their response through questionnaire and third is interview which also to know response about their teacher's dominant style but also with their reason why give that response.

The data on this study will be analyzed in 2 ways. First is the quantitative data were taken from completed questionnaire. This questionnaire is based on Grasha-Riechmann teaching style survey taken from www.longlief.net which also giving the analyze of the result of the questionnaire. The qualitative data will be analyzed through the following step: rereading, coding, analyze the data and drawing conclusion.

3 FINDING AND DISCUSSION

This section will present the results of the study.

3.1 Finding

Based on the teacher completed questionnaire, Teacher A dominant teaching style is expert style. Teacher B dominant teaching style was Personal model and facilitator style. Teacher C dominant teaching style was expert and facilitator style and Teacher D dominant teaching style was facilitator style.

Based on the students completed questionnaire for Teacher A dominant teaching style response, the most dominant response was positive response. On the interview that has been conducted, the most response was also positive response.

On students completed questionnaire for Teacher B dominant teaching style response, the most dominant response was also positive response and in the interview, the most response were also positive.

On students completed questionnaire for Teacher C dominant teaching style response, the most dominant response was positive response and for the interview, the positive response were also the most.

On students completed questionnaire for Teacher D dominant teaching style response, positive response was the dominant response and in the interview, the most response was positive response.

3.2 Discussion

This part discusses the finding about the dominant teaching style of English teachers and student's response on it in SMP Muhammadiyah 2 Surakarta. The discussion of findings is presented according to the research question in chapter 1.

3.2.1 What is the dominant teaching style of the English teachers in SMP Muhammadiyah 2 Surakarta?

To know the dominant teaching style of the English teachers in SMP Muhammadiyah 2 Surakarta, this study use questionnaire. This questionnaire is from Grasha-Riechmann teaching style survey.

Based on questionnaire that been completed by the teachers, there some variety of dominant teaching style that been used by the teachers. From it, we can know that Teacher A dominant teaching style is expert style while Teacher B have 2 dominants style. It is personal model and facilitator Style. Teacher C also have 2 dominants teaching style. It is expert and facilitator style. And Teacher D dominant teaching style is facilitator.

The result in this study with Stanford (2014) study is similar. Both of the study also use Grasha-Riechmann teaching style survey. In Stanford (2014), the largest number of the participant, their teaching style was facilitator style. In this study, the most teaching style that show up from the result also facilitator style.

3.2.2 What are the responses of the students on SMP Muhammadiyah 2 Surakarta about their teacher dominant teaching style?

In this study, there is 2 methods to collecting the data. First is questionnaire and the second is interview.

For Teacher A, the student's responses on the questionnaire is dominantly positive response. But, from 5 question in the questionnaire, only 1 question that the response is dominantly neutral.

Positive response on the questionnaire were also found in the interview. But, from 5 questions that been asked, there is one question that both of the students give negative response. It was when the students are asked to give the response about the teacher that requiring the students to solve problems with the teacher's way. Both of them give negative response by saying "**not good**" which can be classified as **dislike**.

For Teacher B, from 10 question that were in the questionnaire, all dominantly on positive response which can make the dominant response on the questionnaire was positive response.

The positive response on the questionnaire were also found in the interview. But, there is 1 student that give negative response. It was when that student asked to give response to teacher that assigning a group task but not always watching over the student's works by saying "**not good**" which can be classifies as **dislike**.

For Teacher C, from 12 questions that were in the questionnaire, all dominantly on positive response which can make the dominant response on the questionnaire was positive response.

The positive response on the questionnaire were also found in the interview. But, there were also negative responses on it. First negative response was from the response on the teacher that requiring the students to solve problems with the teacher's way. Both of the students give negative response by saying "**not so good**" and "**not good**" which can be classifies as **dislike**. Second, it was when the students were asked to give response on the teacher that giving detail explanations but not use all of them in the

learning process. In here only one student give negative response by saying “**not good**” which can be classified as **dislike**. Third is when the students asked to give response on teacher that assigning group work to make students think critically. In here, there was also a student that gives negative response by saying “**not good**” which can be classified as **dislike**. For teacher D, from 7 questions in the questionnaire, all dominantly positive response which can make the dominant response on the questionnaire was positive response.

Positive response on the questionnaire were also found in the interview and there is no negative response in the interview.

Because this study cannot found previous study which describe about student’s responses on teacher dominant teaching style, so, there will be no comparison will be given on the student’s response on teacher dominant style.

4 CLOSING

Teacher A dominant teaching style is expert style. Teacher B dominant teaching style is personal model and facilitator style. Teacher C dominant teaching style is expert and facilitator style and Teacher D dominant teaching style is facilitator style.

Based on student’s questionnaire about their response of their teacher dominant teaching style, the dominant response for all teacher is positive response. On the interview, the most response was also positive response.

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